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ABSTRACT

A 50-minute program on careers and trends in the economy was created for presentation to high school students. Designed to be attention-getting as well as educational, it includes activities to introduce students to a cluster of economic concepts, data, and tools related to career selection. Pairs of college students are trained to make the presentations, and have been found to be effective with this audience. The program explains and illustrates that: (1) economic freedom includes the right to select one's own career; (2) citizens of many countries do not have this freedom; (3) every choice results in an opportunity cost; (4) some job choices mean poverty level incomes; (5) income does not always correlate positively with education level; and (7) decision-making tools can be helpful. Sources of information on demand in career fields and resources for learning about one's own skills, interests, and aptitudes are presented. Pre- and post-testing of students who have seen the program and evaluations by teachers have been very positive, and the program is now being tested at the sixth grade level for use in dropout prevention. Instructional materials and handouts used in the presentation are included. (MSE)

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ED316103

It's Your Choice - The Economics of Career Selection

The University of West Florida
Center for Economic Education

funded by:
The University of West Florida
The Florida Council on Economic Education
The Escambia County School District
January, 1989

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

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Abstract

Our University hosted a career fair for two local school districts. 7,000 eleventh and twelfth grade students attended the two day event. Over 400 local business and professional people came to answer questions about their own careers. A special session on career trends and the economy was offered four times per day during the two days.

As coordinator of the Career Fair, I was concerned that students attending might not be prepared to take advantage of this opportunity. To help solve this problem, I offered to make a program available to all of the schools attending the program. The school district agreed and helped schedule the presentation. I developed a fast-paced fifty minute program called "It's Your Choice"...The Economics of Career Selection".

Designed to be attention getting as well as educational, the program included lively activities that introduced students to this cluster of economic concepts, data, and tools related to career selection: (1) Economic freedom includes the right to select one's own career. (2) Citizens of many countries do not have this freedom. (3) Every choice results in an opportunity cost. (4) Income levels of those below the poverty level. (5) Average incomes of those highest level of education is less than high school graduate, junior college, college, and masters degree. (6) Choices are determined by values. (7) Decision making tools can be helpful. (8) These are some sources of information on demand in career fields. (9) Here's how one can learn more about one's own skills, interest and aptitudes.

"It's Your Choice...The Economics of Career Selection" was seen by over 5,000 students. Every student took a pre- and post-test. Teachers seeing the program completed evaluations. The results were so positive that the program will be continued. In addition, it is not being tested at the sixth grade level for use with drop-out prevention classes.

This has been a very exciting opportunity to show thousands of students that economics can be exciting and relevant. It was a chance to help them see how the economic way of thinking can be used to make life decisions such as choosing a career.

Introduction

As Director of the Center for Economic Education, I agreed to coordinate the Escambia County Career Fair which was to be attended by approximately 7,000 eleventh and twelfth grade students from 2 school districts. Nearly 200 careers would be represented at the Fair which, for the first time, would be held on the University campus.

A chronic problem in previous Career Fairs had been the difficulty of preparing students to make constructive use of the opportunity to explore careers. I offered to design a presentation, train college students to deliver the program and offer the program to all of the high schools in the Escambia school district. This we did. Nearly 5,000 students saw the presentation called "Its Your Choice...The Economics of Career Selection".

Background

For at least ten years, local high schools organized career fairs to help their students explore career opportunities. This appeared to be a duplication of effort, so the Escambia School District decided to centralize the program by holding it at the local Civic Center and transporting students from all of the schools. After two years at the Civic Center, costs and other constraints made it a less attractive option. the University, as a community service, offered to host the event

Another challenge had been the difficulty of preparing 7,000 students to attend the Career Fair. When unprepared, students tended to cluster together or mill around. To help students make the Career Fair a productive experience, the Center for Economic Education developed a 50-minute touring program called "It's Your Choice...The Economics of Career Selection".

Description

The following pages include goals and objectives and procedures as well as copies of the script and handouts used in the presentations. Pictures of various presentations and sample materials are also included.

Goals & Objectives

The primary goal of this program was to help students see how to use some of the tools of economic analysis to consider a variety of career options. These were the specific objectives. Students and teachers who participated in the program would be able to

(l) explain that economic freedom includes the right to select one's own career and be able to differentiate those rights from the rights of students their own age in some other countries.

(2) explain that choices result in opportunity costs

(3) understand that there is wide disparity of incomes between various careers.

(4) explain why one might forego years of income to pursue education

(5) explain that supply and demand and marginal productivity of labor are two determinants of income

(6) understand that higher levels of education tend to result in higher levels of income

(7) tell the amount of annual income one earns when working at minimum wage

(8) tell the amount of money one must earn for a family of four to be above the poverty level

(9) tell the percentage of jobs in 1999 that will require education beyond high school

(10) explain that choices are influenced by values

(11) describe a 5-step decision making model

(12) seek additional information about careers and themselves from sources given on handouts

Procedures

The school district, eager to be involved in the program, assigned each high school a certain number of days. The occupational specialist at each school set up the presentations in English classes so that, generally, there was one presentation each class period all day long.

At the Center, after the program was written, materials developed, and 15 student presenters recruited, training began. Before the actual presentation started, a schedule had to be set up, working around our university students' own classes and work schedules. We put up a blank schedule and asked students to fill in the times that they would be willing to make presentations. At start up time, we were able to send out teams of students to make seven presentations per day, five days per week, for four weeks. We found that two students, working together, made the programs go smoothly. In fact, they could hold the attention of as many as 80 high school students at a time. At each presentation, students were pre and post tested. Copies of the pre and post test and other handouts are included.

Student Script

"It's Your Choice" - the economics of career selection

Before Students Arrive:

* Make sure that the overhead is set-up and focused
* Write "It's Your Choice" on board
* Make sure transparencies are in order
* Check 3 boxes for prizes (box/curtain/door)

I. Introduction:

1. Your names
2. Dates of Career Fair (March 14-15)

II. Administer Pre-Test

(note: you may have to remind students to do their own work and to work quickly)

III. Career Czar (one presenter wears a tag - "Career Czar")

I. Hand out cards. Each card has a different career.
(need 80 -- 60 original + 20 copies)

2. The "career czar" has just assigned each of you a career. On the card, you can also see the amount of education required for your job and your starting salary. Based upon your salary, you have each been given various amounts of money to spend on M&M's. Based upon the money you have, we are going to auction off this package of M&M's.

3. Auction off package of M&M's.

4. Generally, the "wealthiest" will buy. Ask students how they feel. Usually they will say its not fair. Why not? Because they didn't get to choose their own careers.

We explain that in Japan and the Soviet Union...only the "select" - those who do well on tests - get to go to college. We "selected" the people to receive high paying jobs in here. Why isn't that fair? (hopefully they will say--) Because they had no choice. Someone made the choice for them.

That's right! In a free enterprise system, each individual is <u>free to choose.</u> You can choose whatever career you are <u>willing</u> and <u>able</u> to pursue. That is one of the most exciting benefits of a private enterprise system. **You have economic freedom.** You can pursue the work of your choice. Thus we call this program "It's Your Choice".

5. Take up the cards and proceed to the next activity.

IV. "Let's Make a Deal"

1. Set up the 3 boxes (each contains a prize + the moderator shows one "Known" prize such as a pen or a package of M&Ms)
2. Bring up a contestant. "You can have whatever is in the box, behind the door, behind the curtain, or... you can have this package of M&M's.

Okay.....What is your choice?

Student responds.

What is the "cost" of that choice?

(student maybe says "no cost" or "free")

Response:
"Oh, there's no such thing as a "free" choice. Every choice has a cost. So what is the cost of this choice? What did you give up to get your choice?"

Student responds - if student says he/she gave up all 3 of the other options, tell the student that he/she never had the option to have all three things, but just one thing. The cost of a choice is the 2nd best choice.

Whenever you make a choice, there is a cost. The cost of a choice is what you gave up.....that is, your next best choice. Another name for your "next best choice" is your opportunity cost.....So, what is the opportunity cost of your choice?

(Student responds)

Okay, so you choose the _____ and your opportunity cost was the _____. Let's see what you got.

(Open boxes to reveal what student doesn't get and, finally, give him or her the thing they chose) Go on the to the next activity.

Repeat. Your choice was _____ and your opportunity cost was _____.

V. Opportunity Cost of Choosing a Career

1. Set up Job Title cards on chalkboard (or whatever's convenient)
2. Bring up a student.

(Student responds.)

These are the careers: (this is the information inside the cards:)

	Starting Salary	Education
Teacher	**18,657**	**4 yr. college degree**
Architect	**19,600**	**4 yr. college degree**
Engineer	**28,500**	**4 yr. college degree**
Social Worker	**18,750**	**4 yr. college degree**
Attorney	**40,000**	**4 yr. college degree 3 yrs. law school**
Policeman	**16,888**	**Rookie School 6 months**

Of these careers, which would be your choice?
Student responds.
Which career would be your opportunity cost (your second best choice)? (student response). (Let student be seated.)
Every choice has an opportunity cost. You chose _____ and your opportunity cost was _____. Thank you. (Give student a prize) Be seated.

There is another way to look at opportunity cost. (Open Doctor card) The opportunity cost of going to medical school is whatever else you might have been doing for those l0 years after high school.

If you decided to take a minimum wage job after high school and worked for those ten years, how much income would you have made?

Years working $9,000 x 10 = $90,000 Income (before taxes)

Years in medical school $0 x 10 = "0" income.

Your opportunity cost? $90,000 income lost.

Why would anyone give up $90,000 income to go to school?

How does a doctor's total income compare after 10 more years?

Minimum wage		Medical Career
years 1 - 10:	$90,000 Years 1 - 10	$100,000 loan (to pay bills while in medical school & to set up practice)
years 10 - 20:	$90,000 Years 10-20	$120,000 x 10 yrs = $1,200,000
total for years 1-20.	$180,000	$1,100,000 income for years 1-20 ($1,200,000 minus $100,000 loans)

This is the return on your investment. This is called an investment in human capital. Are you willing and able to study hard and live in poverty for 10 years in order to earn ten times as much income for the rest of your life? How many years are you willing to give up to stay in school and improve your earning potential?

Hold up poster: "Argument for Higher Education"

WHY DO SOME PEOPLE EARN MORE THAN OTHERS?

Why would a computer repairer make more than someone flipping burgers at McDonald's?

Supply & Demand:

Lots of people have the skills and abilities to flip hamburgers, so restaurants do not have to pay high prices to attract people to cook hamburgers. Fewer people are trained to repair computers.

As more and more businesses and individuals have begun purchasing computers, there has been an increase in demand for computer repairers. Because the supply of people trained to repair computers has been low, their pay has risen to an average of $54,000 per year.

(Marginal Productivity of Labor)

If I hired you, what would I have to believe? I would have to think that you would do enough work to pay for you salary, right? If I wanted you to cook hamburgers for me, you would have to cook enough burgers and bring in at least enough revenue to pay for your salary. Economists call this concept the "marginal productivity of labor." I have to make more money by having you work for me than I would if you did not work for me. I have to be better off, or I will not hire you.

VI. "The Price is Right...A Career Education Game"

Did you know that by 1999 (ten years) 85% of all jobs will require training beyond the high school diploma? Do you know how much money folks in various occupations earn? How many of you feel that you have a pretty good idea how much people in various careers earn? (take 4 or 5 of these folks up to play the "Price is Right").

1. Game host selects 5 contestants and brings them up front. Give each of them a clipboard with blank paper and a magic marker.

2. Explain that you will ask a question. The contestant who can guess closest to the correct answer, without going over, will be the winner.

3. Ask questions #1-6 (The student with the most correct answers wins and goes on to the final round. Others get consolation prizes)

#1 What does the US government consider the poverty level for a family of four?

$12,000

#2 What percentage of the people in the US live in families with incomes below the poverty level?

13%

#3 What would be the annual salary of a person working full time as a grocery clerk earning minimum wage?

$9,027

#4 In 10 years, what percentage of all jobs will require some training beyond the high school diploma?

85%

#5 What is the average household income in the US?

$35,000

#6 What is the average salary of Computers Repairers?

$54,000

Description: Carry out regular maintenance and repairs on computers and peripheral equipment.
Education: 1-2 years post-high school training in electronics, data processing equipment. (maintenance, or electrical engineering)

Tiebreaker:

What is the average salary of a physical therapist?

$53,000

Description: They plan and administer treatment in order to restore bodily functions, relieve pain, and prevent or limit permanent disability.
Education: Bachelor's in physical therapy, or Bachelor's in related field & certificate for therapy.

4. Call up 5 more contestants. Ask Questions #7-12.(The student with the most correct answers wins and receives a prize. Others get consolation prizes)

#7 What is the average income of one who drops out of high school

$8,318

#8 What is the average income of one with a high school diploma?

$12,540

(That's an extra $4,000 per year just to finish high school)

#9 What is the average income for one with a 2 year college degree or vocational training?

$16,140

(An extra $4,000 per year for going 2 years after high school)

#10 What is the average annual income of one with a bachelor's degree?

$22,092
(An extra $6,000 per year for staying in school 2 more years.)

#11 What is the average salary of a Podiatrist?

$127,000
(An extra $100,000 per year for 6 years more training)

Description: Medical doctor trained specifically in the treatment of major foot conditions.
Education: 4 yrs. Bachelor's degree
+ 4 yrs. Podiatry (medical) school
+ 1-3 years residency

#12 What is the average salary of a medical records technician?

$33,000

Description: They handle medical records, organize, and evaluate them for completeness and accuracy.
Education: 2 yrs. Associate degree + pass a written exam

Tiebreaker:

What is the average salary of an entry level grocery checker?

$9,027

5. Call up winners from two previous rounds for Sudden Death.

What is the average salary of a truck driver?

$33,000

Give the winner a prize and a consolation prize to the runner-up. Let the students be seated.

What can we conclude? **(Transparancy)**

I. Jobs with more demand than supply pay more.

2. Folks with more training and/or education tend to earn more

3. Folks with minimum skills tend to be unemployed or earn minimum wage.

4. A person working for minimum wage and supporting a family will be living below the poverty level.

VII. Career Decision Discussion

There is, of course, more to choosing a career than salary. Choosing a career is difficult because it is a choice you think you are going to be stuck with for a long time.....sort of like being married. Actually, most people change jobs 4 or 5 times in their lives. So, if you don't like your first career choice, you can change.

As you choose your career, you need to think about what is important to you -- what you value. Look over this list **(hand out <u>What About Your Values</u>)** and choose the 5 that are most important to you. Rank them in order from 1 to 5. (Wait 2 or 3 minutes.)

Transparency #1 "What About Your Values"

Whichever choices you made are okay.
There are no correct answers. Everyone has different values. You nee to find a job that meets your values.

To help you think about the types of careers that are available, we are going to pass out a list of the careers that will be represented at the career fair. Look over this list and circle three careers that interest you. (Wait 2 or 3 minutes)

Since choosing a career is an important decision, we want to share with you a 5-step decision-making tool. We call it the **PACED grid.(Hand out PACED grid)**

Transparency #2 "PACED grid" (Leader will work through the grid on the transparancy)
"P" stands for problem. What is the problem? The problem might be "What car to buy?" "Whether to buy jeans or a shirt." What college to go to?" but today we are going to look at this problem:" "What career to choose".

The "A" stands for alternatives. So.....what are some alternatives we might consider as careers? (Elicit student responses)

How do we choose from all of these alternatives? We decide which careers best meet our criteria. Criteria are those things you value.....the things you consider important. **Criteria is the "C" in the PACED model.**

What are some of your criteria? You might take these from the "What About your Values."

The fourth step is to **evaluate** each of the careers you are considering, against each criteria that you have said is important.

(Students fill in 3 other alternatives and put in 5 criteria.)

Evaluate each career against each criteria you have said was important. If it meets the criteria, put a "+" if it does not meet the criteria, put a "-".

Then look at all of the careers and **decide.** Which best meets all of your criteria? It is not just the one with the most "plusses". Why not? **Because all of the criteria are not equally important.** Some are more important than others. If a job got plusses for all criteria but one, and it got a "minus" for the criteria "I think I would enjoy this job", I would not choose the career.

VIII Closing - To summarize.....

Transparency #3 "Find out what you value most in a job"

Transparency #4 "If money is what you value ..."

Transparency #5 "Explore ... skills you already have."

Transparency #6 "Find out about your aptitudes!"

Transparency #7 "For career exploration, ..."

Transparency #8 "What sort of questions will you want to ask?"

Here is a handout with the names of career interest tests and sources of information on future demand for various careers.

Transparency #9 "If you are trying to choose a career ..."

❁ Find out about your ❁ aptitudes!

1. What courses have you been good at?

2. What jobs have you excelled in?

3. Check your results on any standardized tests you have taken, such as the ACT, SAT.

4. Check with your counselor about:

   ✓ Multi Dimensions of Aptitude Battery

   ✓ ASVAB

❀ Find out what you <u>value</u> ❀ most in a job!

- Minnesota Importance Questionnaire
- SIGGY PLUS

❀ Explore and evaluate the ❀ <u>skills</u> you already have.

☛ Skills checklist
(You probably have more skills than you realize.)

If money is what you value, you can find out:

$ Salaries for jobs

$ Salaries for different parts of the country

$ Anticipated demand for specific jobs in the next 3-5 years.

✏ Check the library for these publications:

✔ Occupational Outlooks Handbook
✔ National Job Bank (geographic demand)
✔ Dunn and Bradstreet's Employment Opportunities
✔ Occupational Employment Projections
Monthly Labor Review
✔"Career Opportunities News"
✔"Business Week" Careers (7 times annually)
✔"Career Development Quarterly"
✔ Journal of Career Planning & Employment
✔ Occupational Outlook Quarterly

- **For career exploration, there are several computerized programs. See which are available in your school:**
  - ☛ **Choices**
  - ☛ **Discovery**
  - ☛ **Micro-skills II**

❁ What sort of questions will you want to ask? ❁

? What is the work like?

? How much training is needed?

? What is the average income?

? How do the job prospects look in your field here Pensacola? How about nationally?

? What advice would you give someone interested in pursuing your career?

❀ If you are trying to choose a ❀ career ...

- ✔ Keep an open mind.
- ✔ Shop around. Ask around.
- ✔ Intern. Co-op.
- ✔ Work part-time.
- ✔ Get experience.
- ✔ Explore as many options as you can.

❀ Find something you <u>enjoy</u> ❀ and find meaningful.

IX Post-Test

We are now going to give you a test to see what you've learned today. If you'll notice at the bottom of your test there is a lottery ticket. Fill out the post-test and the lottery ticket. You have to answer the test to have a chance at the lottery. **Be sure to put your name on your test!!!**

Now, we are going to roll this die to determine the winning 3 digit number.

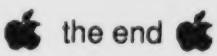
What determines who wins? (luck)
In the Florida Lottery what are the chances of winning on one ticket?
I in I4,000,000.

(Roll die and announce winning answer. Listen for cries of delight or distress. If you hear an affirmative, you may need to look through the post-tests to verify.)

The lottery probably won't be the solution to your problems.

Don't gamble with your future. Take charge of it. Stay in school!

Thanks for letting us visit your class"



Now you can smile and take a breath!!

❖ Teacher Materials ❖

Career Czar Cards

You have been assigned to be a _____.
You have completed _____years of education beyond high school and make a starting salary of $_____.

You have $_____ to spend on M&Ms

Occupation	Education (Yrs)	Salary	M&Ms
accountant	4	$ 21,000	$ .75
actuary	4	19,000	.30
aeronautical engineer	4	28,000	.75
agricultural scientist	4	19,200	.30
airline pilot	2-4	80,000	1.50
appliance repairer	0	15,600	.30
barber	1	7.800	.15
biological scientist	4	19,000	.30
bus driver	0	14,000	.30
cashier	0	9,400	.20
chemist	4	23,000	.75
cosmetologist	1	12,000	.30
cost estimator	2	15,000	.30
dentist	6	59,000	1.40
driver-sales route	0	23,000	.75
EKG technician	0	12,900	.30
electrical engineer	4	22,000	.75
employment interviewer	4	16,000	.30
fast food clerk	0	17,000	.30
file clerk	0	12,400	.30
firefighter	0	21,000	.75

geologist	4	$ 19,200	.30
hospital administrator	7	51,000	1.30
housekeeper	0	7,000	.15
insurance underwriter	4	23,000	.75
lawyer	7	31,000	1.10
line installer	0	17,000	.30
machinist	0	22,000	.75
management analyst	4	22,100	.75
marketing manager	4	18,000	.30
motorcycle repairer	0	15,600	.30
optometrist	6	30,000	1.00
painter	0	15,600	.30
pharmacist	5	31,000	1.10
physicist	6	31,200	1.10
psychologist	5	15,000	.30
rabbi	8	25,000	.75
receptionist	0	13,600	.30
recreational therapist	4	14,000	.30
recreation worker	0	23,000	.30
reporter	4	15,600	.30
secretary	0	16,000	.30
social worker	4	16,700	.35
statistical clerk	0	17,800	.40
stock clerk	0	7,000	.15
surveyor	0	19,800	.35
systems analyst	6	32,000	1.20
telephone operator	0	16,000	.30
typist	0	12,600	.30

welder	0	$ 25,000	.75
wholesale buyer	4	15,000	.30
veterinarian	6	22,000	.75

Question #1

What does the U.S. government consider the poverty level for a family of four?

$12,000

Question #2

What percentage of the people in the U.S. live in families with incomes below the poverty level?

13%

Question #3

What would be the annual salary of a person working full time as a grocery clerk earning minimum wage?

$9,027

Question #4

In 10 years, what percentage of all jobs will require some training beyond the high school diploma?

85%

Question #5

What is the average household income in the U.S.?

$35,000

Question #6

What is the average salary of Date Processing Equipment Repairers?

$54,000

Description: Carry out regular maintenance and repairs on computers and peripheral equipment.

Education: 1-2 years post-high school training in electronics, data processing equipment (maintenance, or electrical engineering)

Question #7

What is the average income for a high school graduate?

$12,540

Question #8

What is the average salary of a physical therapist?

$53,000

Description: They plan and administer treatment in order to restore bodily functions, relieve pain, and prevent or limit permanent disability.

Education: Bachelor's in physical therapy, or Bachelor's in related field and certificate for therapy.

Question #9

What is the average income for one with a 2-year college degree or vocational training?

$16,140

Question #10

What is the average annual income of one with a bachelor's degree?

$22,092

Question #11

What is the average salary of a Podiatrist?

$127,000

Description: Medical doctor trained specifically in the treatment of major foot conditions.

Education: 4 years Bachelor's degree
+ 4 years Podiatry (Medical) school
+ 1-3 years Residency

Question #12

What is the average salary of a medical records technician?

$33,000

Description: They handle medical records, organize, and evaluate them for completeness, and accuracy.

Education: 2 year Associate Degree and Pass a written exam.

Question #13

What is the average salary of Truck Drivers?

$33,000

Question #14

What is the average salary of an entry level grocery checker?

$9,027

Question #15

What is the average income for a high school dropout?

$8,318

❖ Student Handouts ❖

"What About Your Values?"

Look over this list and rank the 5 criteria that are **most important** to you in a career.

Rank your first choice 1, second 2, and so on...

It is important to me that I have a job:

_____I enjoy.

_____with security.

_____that allows me to stay here in town.

_____that gives me opportunities to travel.

_____with variety. I don't want to do the same thing every day.

_____that is challenging.

_____that has potential for advancement.

_____working with people.

_____helping people.

_____that pays me more the harder I work.

_____that lets me work outside. I don't want to be stuck at a desk.

_____that lets me earn a lot of money.

_____that lets me be creative.

_____other: _____

_____

Developed for the "It's Your Choice"
by the UWF Center for Economic Education and

Career Fair List - 1989

Business
Actuary
Accountants
Advertising
Marketing
Public Relations
Personnel Management
Business Administration
Shipping Agent

Computer Careers
Systems Analyst
Data Entry
Programmer
Sales
Computer Repairs
Operator

Communication
TV Careers
Announcers
TV Camera Operators and Directors
Newspaper Careers
Writers
Newspaper Photographers
Artists
Radio Careers
Advertising, Layout and Sales
Commercial Artist
Copy Writer
Technical Writer
Telephone Company Careers

Construction and Repairs
Homebuilder
Housepainter
Plumber
Electrician
Landscaper
Architect
Roofing
Commercial/Industrial Painting
Pool Construction and Cleaning
Surveying
Real Estate Appraiser
Landclearing
Draftsman
Bricklayer
Estimator
Construction and Engineering Technology
Crane Operator

Criminal Justice
Lawyer/Attorney
Policeman
Probation Officer
Paralegal
Security Guard
Detective
Court Reporter
Private Investigator
Ballistics Expert
Jailer
Dispatcher
Highway Patrolman
Investigators
FBI
Marine Patrol
Corrections Officer
Judge
Law Enforcement

Cultural Arts
Theatre
Museum Curator
Dancer
Artist
Author
Music
Historian
Actor/Actress
Writer
Journalist
Preservationist

Education
Early Childhood
Elementary
Secondary
Post Secondary
Coach
Librarian
Sign Language I Interpreter
Special Ed
Student Exchange Coordinator

Engineering
Industrial Engineering
Electrical Engineering
Chemical Engineering
Civil Engineering
Aeronautical Engineering
Environmental Engineering
Mechanical Engineering
Materials Engineer
Electronics Technician
Environmental Protection
Technical Writer

Entertainment, Tourism, Travel
Restaurateur
Chef
Hotel/Motel Careers
Travel Agent
Tourism
Zookeeper
Fast Food
Baker Caterer
Theatre Careers
Food Service Center
Movie Careers

Entrepreneurs & Small Business Owners

Farming, Fishing, and Forestry
Agricultural Agent/Inspector
Forest Ranger
Timberman
Meat Cutter
Tree Surgeon/Landscaping
Farmer
Dairy Inspector
Park Ranger
USDA Inspector
Nursery Inspector

Finance and Economics
Banker
Stock Broker
Investment Counselor
Certified Financial Planner
Economist
Credit Union

Government
Military
Coast Guard
Air Force
Army
Navy
Marines
National Guard
Diplomat
Water Purificatio
City Planner
Customs Agent
Fireman
Extension Services
Translator
Interpreter
Foreign Language
Political Scientist
Postal Worker

Industrial and Production
Beverage Service
Sheetmetalist
Welder
Safety Specialist
Printer
Water Purification Specialist

Medical and Health
Dentist
Hygienist
Doctor
Nurse
Dietitian
Pharmacist
Speech Therapist
Sports Medicine
Chiropractor
Psychologist
Dental Assistant
Dental Lab Technician
Anesthesiologist
Respiratory Therapist
Rehabilitation Counselor
Radiologist
Physical Therapist
Veterinarian
Health Education
Ambulance Driver/EMT
Optometrist
X-ray Technician
Vocational Therapist
Exercise Psysiologist
Hospital Careers
Lab Technician

Office and Clerical
Secretary
Legal Secretary
Medical Secretary
Receptionist
Wordprocessor
Bank Teller

Personal Services
Hairstylist
Barber
Florist
Sculptured Nails
Interior Design
Photographer
Mortician
Manicurist
Cosmetologist
Electrologist
Esthetician
Leisure Services Director
Physical Fitness

Recreation and Sports
Professional Sports
Recreation Careers
Race Car Driver

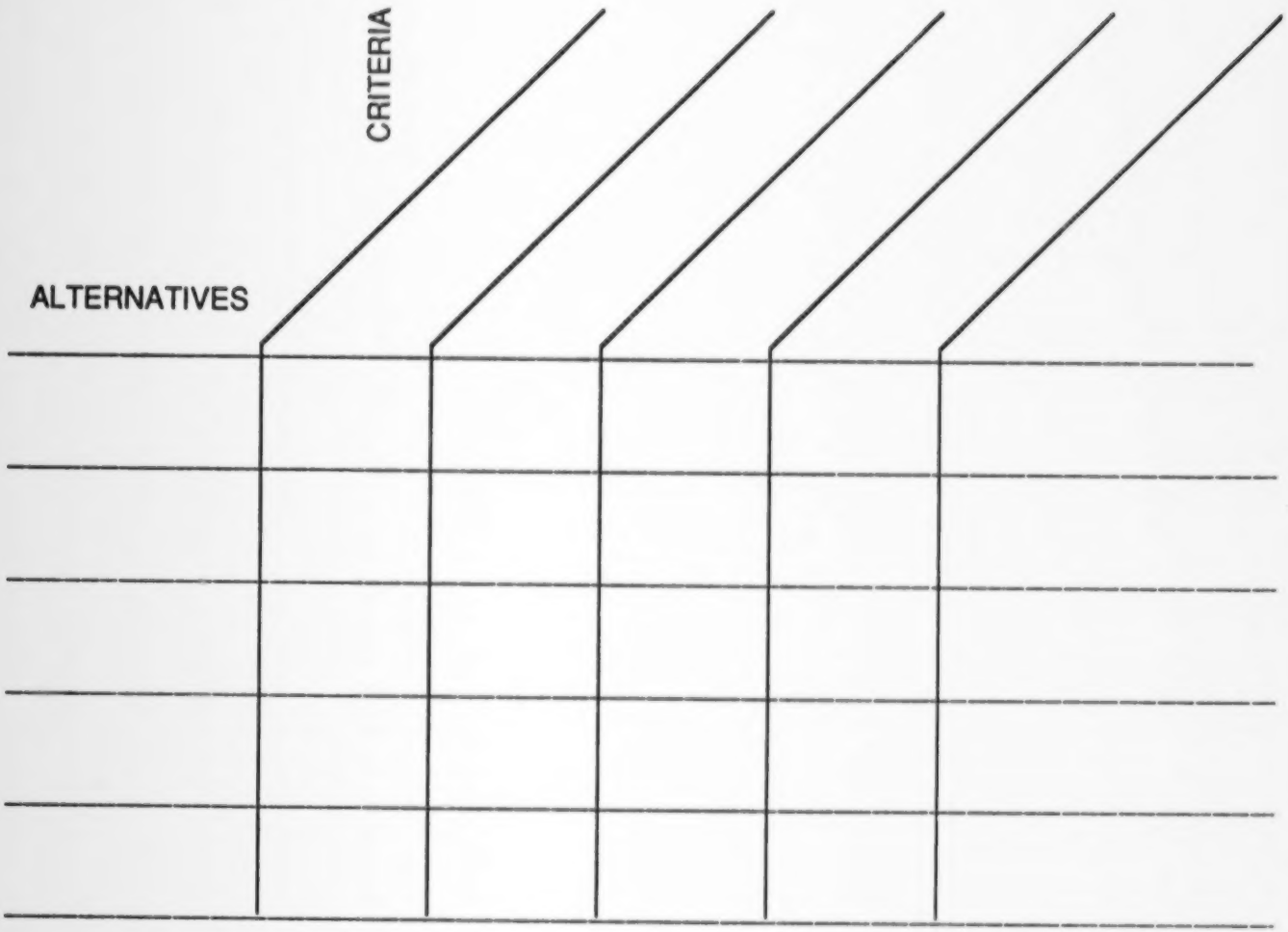
Sales, Retail, Merchandising
Buyer
Fashion Design and Modeling
Real Estate Sales/Appraiser
Insurance Sales
Auctioneer
Jeweler
Sales
Marketing Careers
Retail Sales

Science, Math, Research
Archaeologist
Chemist
Marine Biologist
Deep Sea Diver
Commercial Diver
Geologist
Electronics
Physicist
Anthropologist
Metallurgist

Social Services
Boy Scouts
Child Care
Church Careers
Counseling
Home Economists
Child Care Worker
Social Worker
Youth Services

Transportation
Airline
Air Traffic Controller
Airplane Repair
Railroad Jobs
Bus
Shipping Agent
Truck Driver
Pilot

Vocational Technical Studies
Auto Mechanic
Appliance Repair
Air Conditioner Repair
Framery
Furniture Building & Refinishing
Boat Repairs
Sailmaking
Florist
Produce Specialist
Baker
Horticulturist
Silk Screen Maker
Taxidermist
Potter



P problem

A alternatives

C criteria

E evaluate

D decide

TWENTY FASTEST GROWING OCCUPATIONS 1982-95
(moderate trend projections)

Occupation	% Growth	Est. salary
1. Computer Service Technicians	96.8	$19,500-23,000 entry 28,000-48,000 exp.
2. Legal Assistants	94.3	$12,500-26,000
3. Computer Systems Analyst	85.3	$35,000-60,000
4. Computer Programmers	76.9	$22,500-50,000
5. Computer Operators	75.8	$10,200-34,000
6. Office Machine Repairers	71.7	$11,500-44,000 & up
7. Physical Therapy Assistants	67.8	$11,500-13,500 entry 12,000-18,000 exp.
8. Electrical Engineers	65.3	$42,290 median some over $75,000
9. Civil Engineering Technicians	63.9	$17,500-32,000 & up
10. Peripheral EDP Equipment Operators	63.5	$12,000-22,000
11. Insurance Clerks, medical	62.2	$10,000 entry (1980)
12. Electrical & Electronic Technicians	60.7	$17,500-32,000 & up
13. Occupational Therapists	59.8	$22,000-34,000
14. Surveyor Helpers	58.6	$9,800 -44,000
15. Credit Clerks, banking/insurance	54.1	$8,000 -18,200
16. Physical Therapists	53.6	$16,700-22,300 entry 35,000 & up exp.
17. Employment Interviewers	52.5	$26,000 median (professional/managerial)
18. Mechanical Engineers	52.1	$43,000 median
19. Mechanical Engineering Technicians	51.6	$17,500-32,000 & up
20. Compression & Injections Mold Machine Operators, plastics	50.3	$12,000-21,000

SOURCES: Jobs! Snelling & Snelling, Inc. 1985
Monthly Labor Review "Occupational Employment Projections", November, 1983
Occupational Outlook Handbook April 1986

Gathering Career Information

1. To find out what you like, you might explore these computer programs:

   a. Choices b. Discovery c. Micro-Skills d. JOBBO e. COPS

2. To explore your values, you might see your counselor about:

   a. Minnesota Importance Questionnaire b. Siggy Plus

3. To gain insight into your aptitudes, consider the results of these tests:

   a. ACT b. SAT c. ASVAB d. APTICOM

   e. Multidimensions of Aptitude Battery

4. To learn more about which jobs are expected to be in demand, which geographic areas are likely to have jobs, and about average salaries for various jobs , check the library for these publications:

   Occupational Outlooks Handbook
   National Job Bank (geographic demand)
   Dunn and Bradstreet's Employment Opportunities
   Occupational Employment Projections Monthly Labor Review
   "Career Opportunities News"
   "Business Week" Careers (7 times annually)
   "Career Development Quarterly"
   Journal of Career Planning & Employment
   Occupational Outlook Quarterly

5. As you try to choose your career:

   *See the Occupational Specialist at your school
   *Visit the PJC Career Lab
   *Keep an open mind.
   *Shop around. Ask around.
   *Intern. Co-op.
   *Work part-time.
   *Explore as many options as you can.
   *Try not to feel anxious. Most folks have about 5 careers in their lifetimes. The important thing is to find something you enjoy and find meaningful.

Developed for the "It's Your Choice"
by the UWF Center for Economic Education

Results

Every presentation was evaluated by the teachers whose classes participated. All were very positive. Many are attached. Further, we have been invited by the school district to continue the program next year.

Further, all students participating in the presentations took pre and post tests. Class average scores improved by over 50%. Samples of these tests are also included. After the career fair itself, each student completed an evaluation. Comments about our program were very favorable.

A description of the project was sent to Florida Commissioner of Education Betty Castor. She wrote a letter to our University's president, complimenting our program and asking to make it available statewide. That letter is also attached.

We believe it was a successful program because we were able to reach several thousand students and help them see how economic tools can be useful in career exploration and how economic forces affect demand for various careers and their salaries. Further, we gave them sources for additional information.

Devising the program took a great deal of time and research. It required much testing and modification. The actual operation of the program was difficult because it was done with volunteers. However, those volunteers were bright, energetic, attractive, enthusiastic and utterly dependable. They made the program a success!

Career Fair Pre-Test

1. What is the annual salary of a person earning minimum wage?
   a. $8,000 b. $9,000 c. $10,000 d. $11,000

2. What is the poverty level for a family of four?
   a. $8,000 b. $10,000 c. $12,000 d. $14,000

3. What percentage of the people in the U.S. live in families with incomes below the poverty level?
   a. 11% b. 13% c. 15% d. 17%

4. What is the average income for family in the U.S.?
   a. $25,000 b. $35,000 c. $45,000 d. $55,000

5. When one chooses one career and gives up another, what would an economist call the second best choice?_____

6. What are the five steps in decision-making?

7. Name one economic freedom._____

8. In 1999, what percentage of jobs will require more than a high school diploma?
   a. 55% b. 67% c. 75% d. 85%

9. Name one test you might take to help you select a career._____

10. What are the dates of the Career Fair?_____

11. Names 3 careers you are considering.
    _____ _____ _____

Developed for the "It's Your Choice"
by the UWF Center for Economic Education

Career Fair Post-Test

1. What are the dates of the Career Fair?_____

2. Names 3 careers you are considering.

   _____ _____ _____

3. What are the five steps in decision-making?

4. When one chooses one career and gives up another, what would an economist call the second best choice?_____

5. Name one test you might take to help you select a career._____

6. Name one economic freedom._____

7. What is the annual salary of a person earning minimum wage?
   a. $8,000 b. $9,000 c. $10,000 d. $11,000

8. What is the poverty level for a family of four?
   a. $8,000 b. $10,000 c. $12,000 d. $14,000

9. What percentage of the people in the U.S. live in families with incomes below the poverty level?
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10. What is the average income for family in the U.S.?
    a. $25,000 b. $35,000 c. $45,000 d. $55,000

11. In 1999, what percentage of jobs will require more than a high school diploma?
    a. 55% b. 67% c. 75% d. 85%

Lottery Ticket

____ ____ ____

Write in 3 numbers between 1 and 6

Don't gamble with your future.....stay in school!

CF Posttest:MacWrite4

EVALUATION
Career Fair Presentation

School Pace High
Teacher David Wilhe
Subject Economics
No. of Students Approximately 110

1. Were the presenters well prepared?

(5 very) 4 3 2 1 not at all

2. Did the program hold the students' interest?

(5 very) 4 3 2 1 not at all

3. Was the content appropriate to their grade level?

(5 very) 4 3 2 1 not at all

4. Were the teaching activities effective?

(5 very) 4 3 2 1 not at all

5. Please give us any comments or suggestions.

This was one of the best presentations I've seen in a two
Students need to hear about these things (career education, salaries, etc
but they tend to listen more to someone else than to our teachers.

EVALUATION
Career Fair Presentation

School _____
Teacher _____
Subject _____
No. of Students _____

1. Were the presenters well prepared?

(5) very 4 3 2 1 not at all

2. Did the program hold the students' interest?

(5) very 4 3 2 1 not at all

3. Was the content appropriate to their grade level?

(5) very 4 3 2 1 not at all

4. Were the teaching activities effective?

(5) very 4 3 2 1 not at all

5. Please give us any comments or suggestions.

Center for Economic Education
Career Fair Evaluation:MacWrite2

EVALUATION
Career Fair Presentation

School Woodson
Teacher McPhun
Subject English
No. of Students 100

1. Were the presenters well prepared?

5 very 4 3 2 1 not at all

2. Did the program hold the students' interest?

5 very 4 3 2 1 not at all

3. Was the content appropriate to their grade level?

5 very 4 3 2 1 not at all

4. Were the teaching activities effective?

5 very 4 3 2 1 not at all

5. Please give us any comments or suggestions.

Presenters dealt with the students well.

EVALUATION
Career Fair Presentation

School Woodham
Teacher Gallagher
Subject English
No. of Students 107

1. Were the presenters well prepared?

(5) very 4 3 2 1 not at all

2. Did the program hold the students' interest?

(5) very 4 3 2 1 not at all

3. Was the content appropriate to their grade level?

(5) very 4 3 2 1 not at all

4. Were the teaching activities effective?

(5) very 4 3 2 1 not at all

5. Please give us any comments or suggestions.

Delightful, well-organized activity!

EVALUATION
Career Fair Presentation

School George Stone Tech. Voc. Ctr.
Teacher Herbert Lee O.S.
Subject Occupational Guidance
No. of Students all

1. Were the presenters well prepared?

(5) very 4 3 2 1 not at all

2. Did the program hold the students' interest?

(5) very 4 3 2 1 not at all

3. Was the content appropriate to their grade level?

(5) very 4 3 2 1 not at all

4. Were the teaching activities effective?

(5) very 4 3 2 1 not at all

5. Please give us any comments or suggestions.

An Excellent Presentation

Conclusion and Recommendation

The University of West Florida was invited to host the Escambia County School District to host a Career Fair for area juniors and seniors, approximately 7,000 students. Over 400 local business people came to the campus to represent approximately 200 different careers during the two day event. In addition, a special session on "Career Trends" was offered for each group of students.

To help prepare those students, a fifty minute program called "It's Your Choice...The Economics of Career Selection" was designed by the Center for Economic Education. 15 energetic college students were recruited and trained. They made 118 presentations that were seen by nearly 5,000 students.

Two students team-taught each presentation. Their primary mission was to help students appreciate the freedom of choice the private enterprise system affords. Through a variety of lively activities they introduced participants to this cluster of economic concepts and tools related to career selection:

(l) Economic freedom includes the right to select one's own career. (Brief comparisons were made to other countries such as Japan and the Soviet Union where citizens enjoy less freedom of choice regarding career selection.)

(2) Every choice results in an opportunity cost. Therefore, one incurs opportunity costs in choosing one career over another and in choosing educational paths.

(3) Salaries are determined by factors such as supply and demand and marginal productivity of labor. Education tends to have a positive impact on income.

(4) The poverty level for a family of four ($12,000-$13,000).
The amount of income earned by working for minimum wage for one year ($9,000).
The number of jobs that are expected to require training beyond high school by 1999 (85%).
Salary information on a range of jobs.

(5) Choices are determined by values.

Conclusion and Recommendation (continued)

(6) Decision-making tools can be helpful in problem solving such as career selection.

(7) Sources of information about anticipated demand in a variety of career fields.

(8) Sources of information on skills, aptitude and interest tests for career selection.

In order to engage and motivate participating students, the program was designed to be entertaining and to have a high level of student involvement. Games such as "The Career Czar", "The Price is Right", and "Let's Make a Deal" were created. Also, in every class, a variety of handouts, pre and post tests, and teacher evaluation forms were used.

By every measure, the project was very successful. Teacher evaluations were extremely favorable. Many students who previously had not planned to attend the Career Fair decided to attend after seeing the presentations. There was a marked increase in scores from the pre-test to the post-test. On average, scores improved more than 50%. Betty Castor, Commission of the Department of Education, wrote a letter complimenting the program and suggested it be made statewide. Participating school districts have requested that the program be continued. Further, the program is now being field tested in junior high school to determine whether it can be useful in drop-out prevention. As a result we expect the program will be continued and expanded.

The event was not generously funded, as the decision to undertake the project came after the budgets for the year had been established. If the program is to continue, more stable and more ample funding must be sought.

It is a program that could be replicated at other schools. Complete instructions have been included.

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

June 6, 1989

Dr. Morris L. Marx, President
The University of West Florida
11000 University Parkway
Pensacola, Florida 32514-5750

Dear Dr. Marx:

Thank you for your letter of May 8, 1989. I appreciate the leadership that the University of West Florida and the Escambia County School Board have demonstrated in sponsoring the joint Career Fair.

The program you presented appears to provide models for other areas. In particular, the Center for Economic Education's presentations to prepare students for the Career Fair. It is very interesting to note that you made use of games as well as presentations to achieve your instructional objectives. In reviewing your objectives, I note an excellent mesh between the principles used and those developed in the Blueprint.

I appreciate the opportunity to review your poster, handouts, evaluation forms and news release.

I assure you that if we have questions from other districts or postsecondary institutions, that are related, we will make them aware of the "Free to Choose" program. I appreciate your willingness to share this exemplary project, and I'm sure that your experiences will provide greater opportunities for many of Florida's students.

Sincerely,

Betty Castor

Betty Castor
Commissioner

BC/gts

cc: Bob Howell
Linda Owens
Laurey Stryker

The Capitol · Tallahassee, Florida 32399 · (904) 487-1785

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